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AUTHOR	Fielding, Joyce; Fielding, Marvin R.
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ABSTRACT

This is the last of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. It was designed as a six-to seven-hour workshop to be led by a coordinator. The module contains information and activities under the following headings: Rationale; Methods of Collecting Follow-up Information; Using Follow-up Information; and Follow-Through Activities. A postassessment activity is also included. (Author/BP)

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career guidance staff development

Conducting Follow-Up and Follow-Through Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by
Joyce Fielding
and
Marvin Fielding

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CG 011 818

National Consortium on Competency-Based Staff Development

National Consortium Members

ANNE UPTON
California State Dept. of Education

JAMES MAHRT
Michigan State Dept. of Education

ROBERT SWAN
California State University, Long Beach

GARRY WALZ
University of Michigan

NIEL CAREY
Maryland State Dept. of Education

TOM MOCK
Missouri State Dept. of Education

NANCY SCHLOSSBERG
University of Maryland

NORM GYSBERS
University of Missouri

DAVE PRITCHARD, Project Monitor
U.S. Office of Education

G. BRIAN JONES, Responsible Investigator
American Institutes for Research

H. B. GELATT, Project Director
American Institutes for Research

MODULE 4

CONDUCTING FOLLOW-UP AND FOLLOW-THROUGH PROGRAMS

Joyce Fielding

Marvin R. Fielding

State Fair Community College
Sedalia, Missouri

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Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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INTRODUCTION

This is the last of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs.

The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators.

The title of this module is *Conducting Follow-Up and Follow-Through Programs*.

MODULE GOAL AND OBJECTIVES

Module Goal

To help you develop the skills and knowledge necessary to plan and carry out follow-up and follow-through activities related to a job placement program in a school setting.

Module Objectives

When you have successfully completed the module you will be able to:

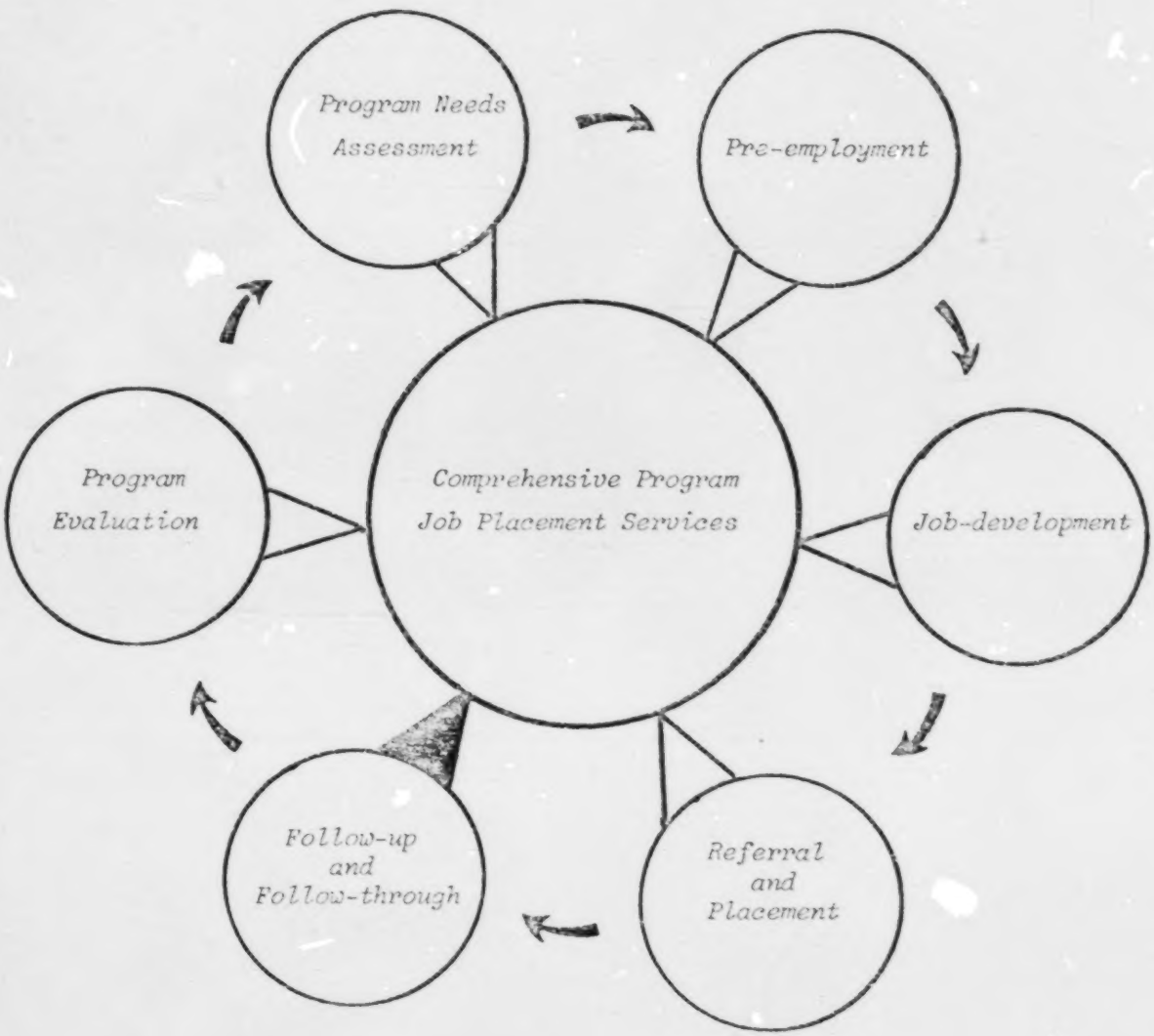
1. State the purposes of conducting a follow-up program related to job placement.
2. Analyze three methods of collecting follow-up information to determine the advantages and disadvantages of each approach.
3. Plan strategies for using follow-up information.
4. State methods of providing follow-through services to students and employers.
5. Develop a plan for conducting an initial follow-up survey of students who registered for placement services for one calendar year.

MODULE OUTLINE

Time	*Activity*	*Objective*
1 hour	Introduction Group activity discussing rationale and purposes of conducting follow-up and follow-through programs. The coordinator will explain the structure and purposes of the module.	1
4 hours	Text Presentation of information related to collecting and using follow-up information and providing follow-through services. Discussion sessions and practice activities interspersed.	2-4
1 hour	Application Developing a sequenced plan for an initial follow-up study.	5
½ hour	Postassessment Assessment of your acquired knowledge and skills.	

The figure on the next page diagrams the components of a comprehensive program of job placement services. Conducting Follow-Up and Follow-Through Programs is Module 4 in the job placement series.

COMPONENTS OF A COMPREHENSIVE PROGRAM
OF JOB PLACEMENT SERVICES



GLOSSARY

Job Placement Program - A generic term which includes (1) program needs assessment, (2) pre-employment preparation, (3) job-development, (4) placement and referral, (5) follow-up and follow-through, and (6) evaluation, and refers to the total program.

Program Needs Assessment - The process of collecting empirical data that estimate the current status and desired status of a job placement program. The differences between the current status and the desired status may be considered program needs. These data are used to establish program goals to meet student needs.

Pre-employment Preparation - The development of student job-seeking and job-keeping skills. A typical program would concentrate on the development of student skills in the areas of (1) self-assessment, (2) employer expectations, (3) job-search techniques, (4) communication techniques, and (5) interview techniques.

Job Development - The recruitment of business and industrial support and promotion of job opportunities for students. This activity includes the identification of jobs that students are qualified to fill and working with employers to restructure jobs so that students may qualify.

Referral-Placement - The process of referring and placing students in jobs for which they are qualified. The process requires a careful assessment of job requirements and student abilities. It includes placement in full-time and part-time jobs.

Evaluation - A process designed to provide information about overall effectiveness, and specifically, to what extent are program objectives being achieved.

Placement Coordinator - While actual job titles, organizational patterns, and scope of responsibilities vary in each school setting, the term as used in the module means the individual assigned responsibility for the total program of job placement services.

Follow-up and Follow-through - Follow-up is a part of the total evaluation process of the placement program. It involves the systematic collection of data from former students and their employers. Follow-through is the process of (1) identifying the placement and educational needs of former students and (2) providing services to these students and employers.

RATIONALE FOR FOLLOW-UP - FOLLOW-THROUGH

Definition of Follow-up

Follow-up is a part of the total evaluation process. It involves the systematic collection of data from former students and their employers. Follow-through is the action which is taken in response to follow-up information.

Conceptual and Operational Definitions of Evaluation

Evaluation has many connotations and numerous conceptual and operational definitions appear in the professional literature. The conceptual definitions are usually lists of characteristics that describe the evaluation process. The operational definitions usually state the purposes and procedures of an evaluation process. In general, whenever one asks such questions as--"How good is the program?" "What results are being delivered?" "Is the program working as expected?" . . . one may be said to be conducting an evaluation study.

Evaluation is a process which enables the placement coordinator to describe the effects of the program and thereby to make progressive adjustments in order to reach goals more effectively.

Formal Process

Follow-up may be a formal process where follow-up studies are conducted at specified intervals; usually at four to six months, one-year, three-year, and five-year periods of time. This procedure enables the job placement coordinator to gather information about former students over a period of time. These data are usually collected by the use of mailed questionnaires; however, contacting former students and employers by telephone and personal visits are frequently used techniques. Follow-up may also be an informal activity of the job placement coordinator as her/his normal routine brings about frequent contact with former students and employers.

Informal Process

Follow-up studies are conducted for the purposes of:

1. Evaluating the effectiveness of the school's instructional program.

   Responses from former students concerning the adequacy of their preparation as it relates to their current occupations and responses of employers

often give insight into the relevancy of the instructional program.

2. Improving the school's instructional program.

   The data collected from students and employers often indicate areas in the instructional program which are in need of improvement. For example, follow-up of former electronics students might indicate a need to add units of instruction in linear and digital integrated circuits.

3. Evaluating the effectiveness of the components of a job placement program.

   Students and employers are usually asked to respond to questions which would indicate their degree of satisfaction with services offered by the job placement office. Students might be asked to evaluate the instruction they received in how to prepare for an interview and employers might be asked to evaluate the quality of student referrals for jobs they listed with the placement office.

4. Improving the job placement program.

   The data received from students and employers often indicate areas where job placement services need improvement. For example, if students indicate that their job choices were limited at graduation, this might indicate a need for increased job development activities.

5. Ascertaining the occupational patterns (work history) of former students.

   Data are usually gathered which give some indication of the job stability, job mobility, job satisfaction, and income of former students. These data are useful in making inferences about the quality of (1) the instructional program, (2) guidance and placement services.

6. Evaluating the degree of employer satisfaction with placement services and the preparation of former students.

   Employers are usually asked to respond to questions about placement office operation, such as student referrals to jobs, closing job orders, job development contacts, etc. and questions about how well students interview and how they perform on the job. If any students have been placed and failed to retain their job, it is especially important to find out why they were dismissed as this may reveal specific weaknesses in placement and/or instruction.

7. Identifying students and employers who are in need of additional placement or educational services.

   Student and employer responses may reveal students and employers who are in need of additional services. For example, students may want to change jobs or secure additional training. Some may need to be reprocessed due to losing the job. Employers

may need job referrals in a specific job category or need assistance in retraining workers. The job placement coordinator may provide direct services or make appropriate referrals.

If the placement program is to be successful it is necessary to gather follow-up information from former students and employers. Feedback of this nature is essential if programs and services are to be attuned to student and community needs.

Follow-Through

Follow-through is defined as the process of (1) identifying the placement and educational needs of former students, (2) identifying employer needs, and (3) providing services to these students and employers.

Formal and Informal Process

Follow-through may be a formal process when it is thought of as part of follow-up studies. however, the identification of former students in need of placement services is more likely to be an informal process and providing services to these students is a continuing activity of the job placement office. This process can be facilitated by providing students with a thorough orientation to placement office services.

Summary

Follow-up is part of the total evaluation process. Too often educational systems operate without feedback from former students and employers. Educational improvement requires this feedback from students, faculty, and the community. Follow-through is a process of identifying the placement and educational needs of former students, identifying employer needs, and providing services to these students and employers.

ACTIVITY 1 - DISCUSSION

The purpose of this discussion is to give you an opportunity to review the rationale for conducting a follow-up program. To facilitate the discussion, divide into three groups. As you go through the list of purposes listed below, write down at least one (two or three if you can) examples of how follow-up information could meet each purpose. When all groups have discussed the purposes, reconvene in the total group and with the coordinator, briefly review each to be sure you understand how these purposes relate to a follow-up program.

1. Evaluate the effectiveness of school instructional programs.
2. Evaluate the effectiveness of the components of the job placement program.
3. Gather data useful for improving instructional program.
4. Gather date useful for improving job placement program.
5. Ascertain occupational patterns (work history) of graduates as this relates to:
    a. job stability
    b. job mobility
    c. job satisfaction
6. Identify students in need of additional placement or educational services.
7. Evaluate the degree of employer satisfaction with students and placement services.

METHODS OF COLLECTING FOLLOW-UP INFORMATION

Base Line Data

Effective follow-up of former students should begin before the student leaves school. While students are still in school the job placement coordinator should establish a system to collect, file, and maintain an up-to-date listing of names and addresses of all students to be followed up. This is a difficult task, however the listing must be current and accurate if a high percentage of former students are to be contacted. The postal service will provide a forwarding address for students who have moved within the past year, for a fee, if requested.

While students are still in school they should be provided with an orientation to the procedures that will be followed in collecting information from them. The importance and use of the information should be stressed by the coordinator and students should be given an opportunity to review the data collection instrument to clarify any questions they might have. If a pre-employment seminar is offered, some class time should be spent on follow-up orientation.

Frequency of Follow-Up

One of the first decisions that needs to be made by the coordinator is the frequency that follow-up studies will be

conducted. Most follow-up studies are designed to collect information from students and employers over a period of five years. The most common time frames are:

1. Base line
2. Four to six months
3. One year
4. Three year
5. Five year

Base Line Data

Base line data are collected when the students are still in school. Information is recorded about (1) the student's name and address, (2) the student's employment status (employed-unemployed), (3) whether or not the student is actively seeking full-time employment and in what areas, if assistance is needed by the placement office, and (4) the post-secondary education plans of students and if they need assistance in finding part-time employment.

The data may be used as basic for providing services to students and for comparing subsequent activities to stated plans.

Four to Six Month Follow-Up

The four to six month follow-up is useful in gathering data about students' initial employment patterns and for identifying students who are experiencing difficulty in making a successful transition to work. Measures can be obtained that indicate how many students found employment in occupations related to their preparation in school. This survey should provide the school with information about the relevancy of their instructional program and the effectiveness of the job placement program.

One-Year Follow-Up

The one-year follow-up should yield information about the students' employment patterns, how well they have adjusted to the job and their occupational mobility patterns (changed jobs, received promotions, salary increases, employed in same occupation, etc.). Some programs using the six-month time frame for the initial follow-up have eliminated the one-year survey as there is often little change

occurring within a six-month time lapse.

Three-Year and Five-Year Follow-Up

The three and five-year follow-up studies yield basically the same information, but show employment patterns over a period of time. Student responses to survey questions are probably more valid after they have gained work experience.

Employer Follow-Up

The follow-up process is not complete without feedback from employers. Information should be gathered from employers concerning the adequacy of student training, work habits and attitudes, and how they compare with other employees.

State and Federal Reporting Requirements

Reports of program outcomes (placement) are required by state agencies and the federal government. The placement coordinator should be aware of the reporting requirements of their state agencies, so that these data can be collected and reported as part of the follow-up process.

Methods of Collecting Follow-Up Data

The mailed questionnaire is probably the most frequently used method of collecting follow-up information. Telephone contacts and personal visits by the placement coordinator, teachers or trained interviewers are sometimes utilized. The latter techniques offer the advantage of clarifying information items and following up on them in more detail. The principal disadvantage is time and cost, although present increases in postal rates may narrow the cost difference.

Define the Population

Another important factor in ascertaining the method to be employed in collecting data is the population to be surveyed. Is it to be 100 percent of the population, a random sample, or is it to be concentrated on the graduates of a specific program? If the population is small it might be better to use the telephone or personal visit to collect the data.

Types of Questions

After the method of collecting the data has been agreed upon, it will be necessary to design a data collection instrument. The questions asked should focus upon gathering information relevant to purposes discussed in the preceding section of this module and to the stated goals and objectives of the placement office.

Instrument Construction

The following check list and the sample materials should be of value to placement coordinators who are constructing their own instruments.

INSTRUMENT CONSTRUCTION CHECK LIST

/ / express each item clearly

/ / choose words that have precise meaning

/ / avoid awkward word arrangements

/ / make suggested answers simple

/ / make it possible for respondent to answer without embarrassment

/ / questions should be worded so that they can be answered by a check mark

/ / questions should relate to purposes of follow-up and placement office goals

Tabulating Data

Thought should be given to how the data will be tabulated after it is collected. If the population is large the utilization of machine data processing should be considered. A person who is skilled in coding for data processing should reveiw the data collection instrument before it is printed or used.

Try Out Instrument

It is good practice to test the data collecting instrument (pilot test) with a small population before using it in the follow-up study. This procedure can save time and money and insure the collection of more valid data.

The administration, placement advisory committee, and other community groups should be given an opportunity to make input into conducting the follow-up study.

Changes in Follow Instruments

While changes in state and federal reporting requirements may require changes in local follow-up studies, an effort should be made to retain instruments of comparable content, otherwise it would be impossible to make comparisons between the one, three, and five-year follow-up studies.

Rate of Return

One of the major difficulties of using a mailed survey

is securing an adequate rate of response. The placement coordinator should attempt to secure a 60 to 75 percent return. The following practices have been used successfully to increase the rate of return.

1. Informing students, prior to graduation, concerning the purpose of following up graduates and the kinds of information they will be asked to provide.
2. Using short and uncomplicated instruments, asking only necessary and relevant questions.
3. Providing a prepaid return envelope. Have students address their own envelopes for the four to six month follow-up.
4. Avoiding personal information as much as possible.
5. Placing difficult questions last.
6. Offering to mail out the address list and a few words about classmates to all who respond.
7. Sending a newspaper clipping about the study along with the questionnaire.
8. Using colored or unusual types of instruments to attract attention.
9. Using a personalized cover letter signed by a former teacher or counselor.
10. Use of school logo on instrument.
11. Use of incentives such as school pencils, sports schedules, etc. Research has shown that the greater number of incentives used, the greater the rate of return, however there is a point of diminishing return (usually 2 or 3).

Individuals failing to return the survey instrument within two weeks should be contacted again. Normal practice is to make two or more contacts of non-respondents to increase the response rate.

Even after three contacts, some students will still not respond. As a last resort, instructors might be contacted and asked to supply whatever information they can as students often maintain contact with their former teachers.

If the telephone or personal interview is utilized to collect follow-up data the same consideration must be given to instrument construction and tabulation of data.

Summary

Effective follow-up should begin while students are still in school by conducting orientation sessions and collecting base line data. Formal follow-up surveys are conducted at specified intervals, usually four to six months, one year, three years, and five years. The data collected should related to stated purposes of follow-up to the goals and objectives of the placement office.

There are general guidelines that, if followed, will improve the quality of information and rate of response on surveys. The principal method of gathering follow-up data is the mailed survey, although the telephone and personal contacts are also employed in collecting follow-up data.

SOME TIPS ON
THE MECHANICS OF A MAILED QUESTIONNAIRE
FOLLOW-UP STUDY

1. Maintain former students' current mailing addresses and phone numbers in a card file so they can be added to, deleted, changed, or sorted by program.

2. In addition to student information, name and address of parent or someone who will know student's current address is helpful.

3. If the survey is not anonymous, type the student's name on the form. If it is to be anonymous, number the questionnaire with a code to represent the respondent so you will know who has returned forms and who has not.

4. Use different color paper for different programs, if data is to be sorted by program.

5. Time the first mailing so it will arrive mid-week, if possible. Watch out for holidays when mail might be delayed.

6. For a fee, the post office will provide you with the new forwarding address if the student has moved. Very helpful in keeping your mailing list up to date.

7. As questionnaires are returned, check them off on the card file and pull the card to file under "returns".

8. Some will come back marked "undeliverable - no known address". (The post office only keeps forwarding addresses one year--might keep in mind for the first follow-up!) Time for some detective work. Parents might be telephoned, check with instructors, check with last known employer, or check with younger brothers or sisters still in school.

9. As you are able to up-date addresses, record it on the student card and mail the questionnaire out. Keep these cards separate--make a notation about when the questionnaire was sent to the correct address.

10. Two weeks after the first mailing, send a second questionnaire and an appropriate cover letter to all non-respondents except the ones which had addresses corrected (give them two weeks to respond) and the ones you have not been able to up-date.

11. Depending upon how many non-respondents you have two weeks after the second mailing, you should either make a third mailing, again with a questionnaire and an appropriate cover letter, or you should use a telephone survey to contact those who have not replied.

12. Be sure to make second and third mailings as needed to the students who had corrected addresses.

13. As questionnaires are returned, they should be scanned to see if any immediate action needs to be taken. Students will sometimes include a request for placement services and this should not wait until you are ready to start tabulating the forms. You might want to design a small form to transmit such requests to the appropriate person so the questionnaire can remain with other returned forms.

14. About seven weeks after the first mail out, you should be ready to start tabulating. If this is to be done by hand, it simplifies the process if you first sort the forms into stacks by whatever major categories you plan to use in analyzing the data. This may be by program, by year of completion, or other category.

15. You can cut up a blank questionnaire and stick the question and the response items (widely spaced) on a separate sheet to use for a tabulation sheet. Remember to mark each tabulation sheet by the category sorted out so you will know which is which when you get through.

16. Decide what categories you might want to combine, and complete summary pages for these items.

17. Rough out tables, summary charts of data, graphs, etc., from the tabulation sheets.

18. Write your report and have it typed. You are ready to disseminate.

19. File returned and tabulated questionnaires alphabetically in student folders, if the information will be used in the future to determine work history patterns. If no future use is planned - they can be discarded.

ACTIVITY 2 - ANALYZING METHODS OF COLLECTING FOLLOW-UP INFORMATION

Although the *type* of information which you wish to gather will play a major part in the decision as to which method you use to gather your follow-up information, you should have an understanding of the advantages and disadvantages of different methods. This activity will give you an opportunity to analyze three commonly used methods of gathering follow-up information: mailed questionnaire, telephone survey, and personal interview.

Part A

Work in the same three groups as for the last activity. Develop a list of advantages and disadvantages for each of the three methods. Each person is to record their own list, but share ideas as a group as you proceed. Several elements you should consider are listed to assist in this analysis. Add other elements which you think are important. After you have completed the analysis of the three methods, you will reconvene in the total group to compare your results to that of the other participants. Be prepared to answer questions about the analysis.

Elements to Consider

Cost
Time involved for professional staff
Time involved for clerical staff
Completeness of information
Accurate interpretation of questions asked
Interpreting or analyzing the information gathered
Population to be surveyed
Others?

ANALYSIS OF METHODS OF GATHERING FOLLOW-UP INFORMATION

Method:

Advantages: Disadvantages:

Method:

Advantages: Disadvantages:

Method:

Advantages: Disadvantages:

27.

Part B

Listed below are some specific examples of needed follow-up information. Read the example and decide which of the three methods analyzed in Part A would be the best method of gathering that type of information. Write out your own answers on the answer sheet provided, but discuss the items as a group. Give the method and state why you think it would be best:

A. Mailed questionnaire
B. Telephone survey
C. Personal interview

1. You have taken a new position as a job placement coordinator in a small, rural community and your supervisor has asked you to do a brief follow-up of 75 students who completed an occupational program four years ago. Basically, the information you must collect is whether or not the students are employed and if they are employed, in what type of position. The information is needed for a state report which is due in three weeks. The school has not contacted these students since they graduated.
2. The school in which you are employed as a placement coordinator has a very successful secretarial program. Placement of the 50 or so graduates each year has been high--98%. The faculty is in the process of curriculum revision and they are considering substituting machine transcription for shorthand, which has become (more or less) a "wash-out" course. The faculty has asked you to advise them on whether this change would affect the ability of students to secure employment.
3. This past year, all vocational students were required to take a one-semester course in job seeking skills called "Employment Seminar". You worked closely with the faculty to attempt to build better work attitudes and habits, especially promptness in completing assignments and regular attendance. You would like to know whether the 200 students who completed this seminar last year, and who had been employed at least six months, will receive a higher ranking on

work attitudes from their employers than did the previous year's graduates (who did not take the employment seminar class) when they had been working approximately six months.

Example Answer Sheet

Item Number	Method	Why Selected
1.		
2.		
3.		

ACTIVITY 3 - ITEM EVALUATION

Each of the three methods analyzed in the previous activity (and other methods of gathering follow-up information) is useful and appropriate in specific situations. Most of the information which you will be responsible for gathering, however, will probably be collected by using a mailed questionnaire.

This activity will *not* give you the skills you need to develop a really good instrument--but it will help you do a better job of evaluating the kinds of questions contained in many of the existing follow-up questionnaires which are found in placement literature and which you might consider adapting for your own use.

A good questionnaire item is worded in a non-ambiguous manner and does not require a lot of processing and interpretation to determine what information is asked of the respondent.

Below are several questions, each of which contains a given weakness. You are to identify the weakness in the question as stated and then restate the question in a manner so as to better elicit a more reliable, valid, and objective response. Continue working in the same group as in the last activity, discussing the items but writing out your own answers.

Sample Questions to be Corrected

1. What is the value of your house?
   a. Weakness _____
   _____
   b. Suggested revision _____
   _____
2. What is your age?
   a. Weakness _____
   _____
   b. Suggested revision _____
   _____

3. What work are you doing now?

   a. Weakness _____

   _____

   b. Suggested revision _____

   _____

4. What is your salary?

   a. Weakness _____

   _____

   b. Suggested revision _____

   _____

5. How did you get your first job?

   a. Weakness _____

   _____

   b. Suggested revision _____

   _____

USING FOLLOW-UP INFORMATION

Achievement of Objectives

Follow-up studies should provide information about the degree to which the schools instructional and placement programs are meeting their objectives. They are used to evaluate programs and services and may indicate a need for changes or additions in curricula or services offered by the school. Follow-up studies, to be of value, must be designed around the goals and objectives of each individual school district and should serve as a tool to design and implement improved services to students and not serve as an end in themselves. The basic purposes of follow-up studies as outlined in the first section of the module are to:

Purposes of Follow-Up

1. Evaluate the effectiveness of school instructional programs.
2. Evaluate the effectiveness of the components of the job placement program.
3. Gather data useful for improving instructional program.
4. Gather data useful for improving job placement program.
5. Determine occupational patterns (work history) of graduate as this relates to:
   a. job stability
   b. job mobility
   c. job satisfaction
6. Evaluate the degree of employer satisfaction with students and placement services.
7. Identify students and employers in need of additional placement or educational services.

Follow-Up Report

Typically, as follow-up surveys are completed and returned by students and employers the data are tabulated and a report summarizing the data and its implications is prepared.

Interpreting the data is a critical element in this process. A knowledge of past trends, labor market conditions and local wage rates will assist the placement coordinator

in making judgments about the data. Usually, data which has been tabulated is presented in charts and graphs with a narrative which explains how they should be interpreted. Inferences may be made and included in the narrative. Sometimes it is useful to provide comparisons between former follow-up data, between local and statewide data, and between programs. Open ended "comments" may simply be listed in the Appendix with a summary appearing in the body of the report pertaining to any frequently appearing responses.

The format of the follow-up report usually includes:

1. Introduction and purpose of the study
2. Design and methodology of study
    a. development of instrument
    b. survey population
    c. method of collecting data
    d. method of tabulating data
3. Analysis of data presented by curricular areas
4. Summary, comparisons and recommendations

Role of Coordinator

Unfortunately, many follow-up study reports are neatly bound and labeled and end up in the files or on the shelves of counselors and administrators where they are promptly forgotten. If they are to be of value in achieving their stated purposes, the job placement coordinator must take an active role in interpreting the follow-up report to the decision makers within the school setting and to other school and community groups.

Administration and Board

In addition to transmitting the formal follow-up report to the administration and board, the placement coordinator should request an opportunity to discuss the report and its implications with the administration and to make a formal report to the governing board. Generally, the report to the board should be short, factual, and concise--highlighting accomplishments and recommendations.

Instructional and Guidance Staff

The report should be distributed to the members of the instructional staff and guidance personnel. One of the best approaches is for the placement coordinator to discuss the implications of the report with the guidance staff and teachers from specific curricular areas, separately, so that the discussion may center on the problem unique to their area. Of course, in many cases the problems or recommendations will be common to several areas.

The placement coordinator will need to make judgments about which groups to meet with, but it is essential that they take the initiative in getting appropriate groups together. The principal, director, or dean can play an important role in this process as they are major decision makers in the instructional process and an effort should be made to secure their cooperation.

Advisory Committee

The follow-up report and recommendations should be reviewed with the placement advisory committee, preferably prior to distributing the report to school and community groups. The committee should have had considerable input into the design of the follow-up study and would be in a good position to react to the recommendations.

Community Groups

The report should have considerable public relations value and presents a good opportunity for the school to communicate the results of its instructional programs to the general public. Presentations to civic clubs and community groups and press releases are good ways to publicize these outcomes. These activities may also result in increased job opportunities for students.

Follow-Through

Another major use of follow-up data is to identify students and employers who are in need of additional placement or educational services. This will be discussed in the next section of the module.

Summary

Follow-up studies should provide information that is helpful in improving the schools instructional and job placement programs. Frequently, follow-up studies are not utilized and the job placement coordinator should assume an active role in interpreting follow-up studies to boards, administration, guidance and instructional personnel and to the general public.

Another major use of follow-up studies is to identify employers and students who need additional services.

ACTIVITY 4 - USING FOLLOW-UP INFORMATION

A rather common use of the information gathered on a follow-up study is to fill out state or federal reports related to vocational education, and/or placement. However, a well planned, carefully conducted follow-up study should go a lot further than t at! Especially if the follow-up is designed to fulfill the purposes which were stated at the beginning of this module.

This activity begins with a tabulated follow-up study from an initial six-month follow-up of the graduates of a one-year post-secondary certificate program in secretarial science. Your task for this activity is to develop a plan for using this information.

You are to divide into three groups. Each group will be assigned two purposes for which information from the follow-up could be used. You are to develop a plan which includes the following elements:

1. Purpose - Each group will be assigned two for which a plan is to be developed.
2. Questionnaire Items Related to Purpose - Read the tabulated follow-up and decide which questions would relate to that purpose.
3. Target Group/s (Person/s Who Need This Information) Discuss and decide what person's would need to be informed of this data either to take action or simply to keep current, such as: administration; teachers; placement personnel; students in training; program advisory committee; placement advisory committee; general public; others.
4. Method of Dissemination - Discuss and decide how you would disseminate the information to each target group listed. This could include, but is not limited to: written reports; presenting to committee meetings; brochures; news releases; programs to special interest groups; informal one-to-one conversation; others.

Each person is to record their own plan on the planning chart. When you have completed this, exchange with another participant and check for completeness. Then the total group will reconvene and share plans. Group assignments are listed on the next page.

GROUP ASSIGNMENTS

Group 1	Group 2	Group 3
Evaluate the effectiveness of the instructional program	Evaluate the effectiveness of the placement program	Determine occupational patterns (work history) of graduates as this relates to (1) job stability (2) job mobility
Identify students in need of additional educational or placement services	Identify students in need of additional educational or placement services	Identify students in need of additional educational or placement services

PLAN FOR USING FOLLOW-UP INFORMATION

Purpose	Questionnaire Items related to purpose (list by number)	Target Group (persons who would need this information)	Method of Dissemination

Completeness check requires all elements be completed.

Checked as complete by: _____

SUMMARY TABULATION OF A FOLLOW-UP STUDY OF
THE SECRETARIAL SCIENCE PROGRAM

This tabulation is from an initial six-month follow-up study of the graduates of a one-year, post-secondary certificate program in secretarial science. The number of graduates is 45. By phoning the few students who did not return the mailed questionnaire, a 100% response was secured. Open ended questions which appeared in the questionnaire are shown, but the responses are not included, since they did not lend to tabulation.

---

1. Since you left this vocational program, did you seek full-time employment? (30 or more hours per week)

   /35/ yes /10/ no

2. If you did not seek full-time employment when you left this vocational program, indicate the reason.

   / 5/ continuing in this school
   / 2/ expected to enter another school
   / 1/ housewife or about to be married
   / 0/ physical or other handicap
   / 0/ not interested in a job
   / 1/ expected to enter military service
   / 1/ only wanted to work part-time (less than 30 hours per week)

3. Did you seek part-time employment (less than 30 hours per week) when you left this vocational program?

   /8 / yes /5 / no

4. If you sought part-time employment, instead of full-time employment, when you left this vocational program, indicate the reason.

   /2 / expected to enter another school
   / / physical or other handicap
   / / expected to enter military service
   /2 / continuing as a full-time student
   /1 / housewife or about to be married
   / / not interested in a full-time job
   /3 / unable to find a full-time job

5. How many full-time jobs (30 or more hours per week) have you held since you left this vocational program?

   /12/ none
   /27/ 1 full-time job
   / 6/ 2 full-time jobs
   / / 3 to 5 full-time jobs
   / / 6 or more full-time jobs

   If you got a full-time job when you left this vocational program, what was your job? (responses not tabulated)

6. How closely did your first full-time job (30 or more hours per week) after leaving this vocational program relate to the training you received?

/27/ I was employed in the occupation for which I was trained by this vocational program

/ 3/ I was employed in a related occupation

/ 3/ I was employed in a completely different occupation

7. Did this vocational training program adequately prepare you for your first full-time job after leaving this training?

/33/ yes /0 / no

8. What was your beginning hourly wage on your first full-time job since leaving this vocational program?

/ / $1.59 or less per hour /10/ $2.50 to $2.99 per hour

/ / $1.60 to $1.99 per hour / 3/ $3.00 to $3.99 per hour

/20/ $2.00 to $2.49 per hour / / $4.00 or more per hour

9. How did you get your first full-time job after leaving this vocational training?

/ 5/ I got the job myself

/ 5/ My family or friends helped me get the job

/20/ The job placement services provided by the school helped me get the job

/2 / The state employment service helped me get the job

/1 / A private employment agency helped me get the job

/ / Other (specify) _____

10. What is the most you have earned on a full-time job since leaving this program?

/ / $1.59 or less per hour /14/ $2.50 to $2.99 per hour

/ / $1.60 to $1.99 per hour / 4/ $3.00 to $3.99 per hour

/15/ $2.00 to 2.49 per hour / / $4.00 or more per hour

11. If you have held two or more full-time jobs (30 or more hours per week) since you ended this vocational training, check one box below.

/ 4/ I was trained in school for my last job

/ / My last job was related to this vocational training

/ / My last job was not at all related to this vocational training

12. Indicate below the location of your present or most recent full-time employment.

(responses not tabulated)

13. If you are presently working, what is your job?

(responses not tabulated)

14. What wages are you presently earning?

/ / $1.59 or less per hour
/ / $1.60 to $1.99 per hour
/15/ $2.00 to $2.49 per hour
/14/ $2.50 to $2.99 per hour
/ 4/ $3.00 to $3.99 per hour
/ / $4.00 or more per hour
/ / I am unemployed

15. What is your current employment status?

/40/ I am employed
/35/ full-time (30 or more hours per week)
/ 5/ part-time (less than 30 hours per week)
/ 4/ I am unemployed
/ 3/ but looking for work
/ / and not looking for work
/ 1/ I am in the military service

16. As best you know, what type(s) of job placement service(s) were provided by the school and the vocational program in which you were enrolled?

/40/ A school placement service helped students find jobs
/10/ Vocational teachers helped place students in jobs by making referrals
/ / Other (specify) _____
/ 5/ School had no placement services

17. After you got your first job (full-time or part-time) following this vocational training, have you ever again used any of the job placement services provided by the school or this vocational program?

/ 5/ yes /37/ no

If yes, check the service(s) you have used since getting your first job

/ 5/ Service provided by school placement office
/ 2/ Vocational teacher assistance

18. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field?

/43/ yes / 2/ no

19. Were you satisfied with the vocational training you received in this program?

/45/ yes / 0/ no

20. Would you recommend this vocational program to others?

/45/ yes / 0/ no

21. Since you left this vocational program, have you been enrolled in any additional education program(s)?

/ 7/ yes /38/ no

If you answered yes to question number 21, check type(s) and purpose(s) below:

/5 / General education program(s)

/2 / To raise my general education

/3 / Informal, noncredit course(s)

/5 / Vocational program(s)

/5 / To upgrade the vocational skills previously learned in this program

/ / To learn a new occupation

22. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

/ / yes / / no

If yes, check type(s)

/ / A certificate (type)

/ / A diploma (type)

/5 / A 2-year associate degree (major) _____

/ / A 4-year college degree (major) _____

/ / Other (specify) _____

23. Are you now enrolled in a vocational program?

/3 / yes /42/ no

24. Are you now enrolled in any educational program(s) other than vocational?

/3 / yes /42/ no

25. Are you interested in getting more vocational training?

/10/ yes /35/ no

26. Are you interested in getting more general education?

/15/ yes /30/ no

27. If you are interested in getting more training of any kind, indicate the type you are interested in.

(responses not tabulated)

28. What specific things about this vocational program have you found to be the most useful to you in your present job?

(responses not tabulated)

29. What specific things about this vocational program have you found to be the least useful to you in your present job?

(responses not tabulated)

30. Based on your experiences, what suggestions do you have for improving this vocational program?

(responses not tabulated)

ACTIVITY 5 - INTERPRETING FOLLOW-UP INFORMATION

For this activity you are to assume that you are preparing for a meeting with the secretarial science department chairperson and the faculty. You want to discuss the results of the follow-up study with them and need to think through the meaning of the data and put together your own conclusions and recommendations related to this program and the job placement of secretarial science graduates.

Working in three groups, discuss the results of the follow-up study and develop some tentative conclusions and recommendations that you would want to present at the meeting. Use the following questions as a discussion guide. When you have completed this part of the activity reconvene in a total group and each group will report their conclusions.

Interpreting Follow-Up Information
Discussion Questions

1. What conclusions would you draw about the employment patterns of these students?

Any recommendations?

2. What conclusions would you draw about the salaries they are earning? Any indication of advancement?

Any recommendations?

3. What conclusions would you draw about the quality of the instructional program?

Any recommendations?

4. What conclusions would you draw about the job placement program?

Any recommendations?

FOLLOW-THROUGH ACTIVITIES

Student Orientation

Effective follow-through activities like follow-up should begin while students are still in school. Students need to be provided with information about the placement and educational services that will continue to be available to them after they leave school. Follow-through activities may be formal or informal.

Initial Follow-Through

Formal activities usually include contacting the student and employer, either by phone or in person, shortly after the initial placement to ascertain if there are any problems being encountered by either the student or the employer and if the placement coordinator can be of additional assistance. Problems at this time might include (1) difficulty with supervisor, (2) difficulty in getting along with other workers, (3) attendance at work, and (4) lack of skills required by job.

The placement coordinator may be able to work with the former students and employers and solve these difficulties before they reach major proportions.

Follow-Through As A Part of Follow-Up

The other formal follow-through activities are structured around the follow-up studies. Students are asked to respond to questions that would indicate if they are interested in securing additional education or training, if they

are interested in relocating in another job, and if they would like assistance from the job placement office. Normally, those former students indicating an interest in additional information are sent information about programs in their area of interest, and a referral made to an appropriate educational agency or agencies.

Educational Services

Those former students requesting assistance in finding a new job are registered with the placement office, their records are brought up to date and they receive the same consideration and services as other students. Former students as a result of their work experience and training, should be qualified for higher level jobs and this may require some special job development on the part of the coordinator.

Placement Services

Many follow-through activities will be of an informal nature, as former students will be contacting the placement office to request information or services on their own. The placement coordinator will also come into contact with former students and information about jobs and placement services may be shared on an informal basis.

Informal Contacts

Employers are included in the follow-through process on both a formal and informal nature. The job placement coordinator routinely comes into contact with employers and information of an informal nature is shared and appropriate actions are taken. Employers are included in the follow-through process as part of the follow-up process. In addition to evaluating the performance of students and the placement office, they are asked to respond to items about what services the placement office could provide. The process can be facilitated if employers are provided with information about the scope of services offered by the placement office.

Employer Follow-Through

Both formal and informal contacts provide the placement coordinator with opportunities to provide placement services to employers or to serve as a facilitator between the employer and other school educational programs. For

example, this contact might indicate a need to (1) set up special pre-employment training programs, (2) set up a program to upgrade already employed workers, (3) modify existing school curriculum so that students will be better qualified for entry level employment and/or (4) work with employers to restructure jobs and change hiring requirements.

The identification of students and employers who are in need of additional follow-through services is an important aspect of follow-up.

Effective follow-through begins by providing students and employers with information about the scope of services offered by the placement office.

Follow-through activities may be formal or informal. The formal activities are usually a result of information collected on follow-up studies and informal activities are usually the result of contacts made with the placement office by students and employers or routine contacts made by the placement coordinator.

Summary

ACTIVITY 6 - PROVIDING FOLLOW-THROUGH SERVICES

Discussion

There is sometimes a tendency for follow-up to be regarded as only a one-slot survey form mailed to former students, which is tabulated, reported, and then filed to gather dust. Follow-up is a much broader activity than that and includes both formal and informal contacts with former students and their employers. These contacts form the basis for follow-through services. *Follow-through* is the action which results from follow-up.

Discuss each of the five general methods of providing follow-through services, using these questions as a guide:

1. Who would you need to contact for information?
2. How would you make this contact and gather the information?
3. When would you do this?
4. What kinds of action might you take?
5. What other people might need to be involved?

Methods of Providing Follow-Through Services

A. Counseling students about initial work adjustment problems.

B. Referring students to additional career preparation as needed or desired.

C. Referring students for additional job placement service for career advancement or relocation as needed or desired.

D. Assisting employers in arranging for educational services to up-grade or up-date skills of employees.

E. Assisting employers to identify existing jobs which might be restructured to utilize entry level skills of graduates.

POSTASSESSMENT

1. Write a list, stating the seven purposes of conducting a follow-up program related to job placement and give a brief, one-sentence explanation of each.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

2. Three methods of collecting follow-up information were analyzed in Activity 2. The statements on the next page refer to that analysis.

You should circle T if the statement is true and F if the statement is false.

T F 1. An advantage of the mailed questionnaire is that you can contact a large number (over 100) of persons with the least expenditure of time and money.

T F 2. The personal visit allows you to gather information in more depth than the mailed questionnaire.

T F 3. The telephone survey provides a means of checking and assuring the correct interpretation of questions.

T F 4. The major disadvantage of the personal visit is that it is extremely time consuming.

T F 5. The mailed questionnaire is likely to have a higher response rate than the telephone survey.

T F 6. Students will be more likely to respond to an "open ended" question on a mailed questionnaire than they would to the same question asked over the phone.

T T 7. An advantage of the mailed questionnaire is that much of the work can be done by clerical personnel, thus freeing the placement coordinator for other activities.

T F 8. An effective way to increase response rate is to follow up a mailed questionnaire with a telephone survey of non-respondents.

T F 9. Using the personal visit to conduct employer follow-up has the advantage of allowing the placement coordinator to utilize the visit for other purposes (such as obtaining job orders) as well as collecting follow-up information.

T F 10. The telephone survey may foster better public relations with employers than the mailed questionnaire.

3. Write a list, stating the five methods of providing follow-through information and give a brief, one-sentence explanation of each.

ACTIVITY 7 - PLANNING AN INITIAL FOLLOW-UP STUDY

This activity will give you an opportunity to think through the process of planning an initial follow-up study. It is especially important to determine well in advance of such a project what tasks need to be completed and when they need to be done, in order that details are not overlooked.

You are to write a plan which includes:

1. constructing a follow-up instrument
2. selecting the population to be surveyed
3. orienting students to the follow-up process, and
4. collecting the data.

Ordinarily, such a plan would also include using the information, but you have already developed such a plan in Activity 4.

In order to complete the activity in the time allowed, you are to divide into four groups. Each group will be assigned one of the phases listed above and will have the responsibility for developing that part of the plan assigned to them.

Before dividing into smaller groups, you should decide upon some general time frames for each part, since each is dependent upon the others, although there may be some overlap.

After this is completed, each group will then need to think through what tasks are involved in that particular activity. Feel free to go back through the module for help with this. Next, decide what resource personnel would be involved. Then set a time span by calendar dates for beginning and completing the activity. Be sure to keep the overall time frame in mind as you do this.

Each person is to record their own plan on the Program Plan Chart on the following page, but you should discuss and share ideas with other members of your group.

The plan does not need to be long or extremely detailed. It should just identify what major tasks need to be done and put them into a logical sequence.

When you have completed the activity, all four groups should reconvene and put the parts together. Discuss and correct any discrepancies or gaps which show up. Add the other three parts to the one you completed and then exchange with another participant and check for completeness.

PROGRAM PLAN CHART

ACTIVITY	RESOURCE PERSONNEL	TIME

Certified as complete by: _____

APPENDIX

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP SURVEY

CONFIDENTIAL

Student and Vocational Program Information

CONFIDENTIAL

We need your help to collect information for evaluating vocational education programs in Florida. The information we are requesting will be used in improving present programs and in planning new ones. As a former vocational student, your activities and your opinions are among the most valuable input we will receive.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education

Is your name and address correct as printed above? If not, please print the corrected information below.

Name _____
Last First Middle Initial

Address _____
Number Street

_____
City (Town or Post Office) State Zip Code

Your Social Security No. _____

THE WORDS, "THIS VOCATIONAL PROGRAM," REFER TO THE PROGRAM NAMED IN THE IDENTIFICATION BLOCK ABOVE.

1. Have you been employed [illegible] leaving this vocational program? (Military Service is considered employment)

1 ____ yes

How many jobs have you held since leaving this program? ____

2 ____ no

2. What are you doing at the present time? (Check [illegible] appropriate items)

1 ____ Working full-time (35 hours or more)
2 ____ Working part-time (fewer than 30 hours per week)
3 ____ Unemployed and looking for work
4 ____ Unemployed and not looking for work
5 ____ In school (full-time)
6 ____ In school (part-time)
7 ____ Full-time homemaker
8 ____ In Military Service
9 ____ Other (specify)

A. Kind of School Program (Check ALL appropriate items)

1 ____ Area Vocational-Technical School
2 ____ Community Junior College
3 ____ University/Four-Year College
4 ____ Private Business/Commercial School
5 ____ Military Specialist School
6 ____ Company Course or School
7 ____ Apprentice Related Program
8 ____ Correspondence course
9 ____ Other (specify) _____

B. Is your current school program related to this vocational program?

____ Yes
____ No

(Please A[illegible])

Please answer Section 3A if you are presently employed full or part-time.

☆ Please answer Section 3B if you are not presently employed but have worked full or part-time since leaving this vocational program.

✪ If you have not been employed since leaving this vocational program, skip to Question 9.

Section 3A

Where do you work? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm _____

Street or Box No. _____

City, State and ZIP _____

Name of Your Immediate Supervisor _____

What is your job? _____

Section 3B

Where was your last job? (PLEASE GIVE COMPLETE ADDRESS)

Name of Firm _____

Street or Box No. _____

City, State and ZIP _____

Name of your Immediate Supervisor _____

What was your job? _____

4. May we have permission to contact your employer about your success on the job?

1 ____ yes
2 ____ no

5. Did you get the job "on your own" after leaving this vocational program?

1 ____ yes
2 ____ no

6. Who assisted you in securing your first job after leaving this vocational program? (check all that apply)

1 ____ Vocational Teacher, Supervisor or Cooperative Education Coordinator
2 ____ Occupational Specialist
3 ____ School Guidance Counselor
4 ____ Friend or Relative
5 ____ State Employment Agency
6 ____ Private Employment Agency
7 ____ Other (specify)
8 ____ None of the above
9 ____ Does not apply. I had the job before leaving this vocational program.

How would you classify your job; (Please check only one)

1 ____ One for which you were trained by this vocational program
2 ____ Related to your training in this vocational program
3 ____ Not related to your training in this vocational program

Your average weekly pay (before taxes) is (was):

1 ____ Under $50 2 ____ $50-$74 3 ____ $75-$99 4 ____ $100-$124 5 ____ $124-$149 6 ____ $150 or over

9. Please list any suggestions for improving this vocational program.

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION.
PLEASE RETURN THIS FORM IN THE ENCLOSED SELF-ADDRESSED ENVELOPE.

COUNTY CODE NO._____

CONFIDENTIAL

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
EMPLOYER SURVEY

CONFIDENTIAL

Employee's Name_____ Social Security Number ___ ___ ___ ___ ___ ___ ___ ___ ___

To the Evaluator:

Please provide information regarding the employee whose name is listed above. The results of this survey will be used in evaluating the program of vocational education in Florida. The information which we are requesting will be held in strict confidence. Neither you, the employee nor the organization will be identified in the final report of this study.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education

1. Is the above named person presently in your employ?

1 _____ yes If yes, go to Question 3.
2 _____ no

2. If no, was this person ever employed by your organization.

1 _____ yes
2 _____ no If no, go to Question 12.

PLEASE RATE THIS EMPLOYEE IN COMPARISON TO PERSONS PERFORMING THE SAME TYPE OF WORK FOR A SIMILAR PERIOD OF TIME.

3. What is the amount of work performed by this person? (Check one answer)

1 _____ above average
2 _____ average
3 _____ below average
4 _____ very low or insignificant

4. What is the quality of this person's work?

1 _____ consistently high
2 _____ generally acceptable
3 _____ not always acceptable

5. Does this person appear to follow prescribed work procedures correctly?

1 _____ yes
2 _____ no
3 _____ sometimes

6. How does this person adapt himself to different work assignments?

1 _____ adapts easily
2 _____ adapts, but with some difficulty
3 _____ has great difficulty in adapting

(Please turn page.)

7. How much supervision does this person require to perform his job?

1 _____ little or no supervision
2 _____ about the average amount
3 _____ a great deal of supervision

8. How much interest does this person take in his work?

1 _____ a great deal
2 _____ about the average amount
3 _____ little or no interest

9. How does this person react to constructive criticism?

1 _____ reacts positively
2 _____ indifferently
3 _____ reacts negatively

10. Generally, does this person appear to work well with others?

1 _____ yes
2 _____ no

11. Do you feel this person is capable of advancement?

1 _____ yes
2 _____ no

12. Please list any suggestions for improving the program of vocational education in which this person was enrolled.

THANK YOU FOR YOUR COOPERATION.
PLEASE RETURN THIS FORM IN THE ENCLOSED SELF-ADDRESSED ENVELOPE.

INITIAL FOLLOWUP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number

Is Your Name and Address Correct as Printed Above?

If not, please print the corrected information below:

New Name__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Last Name First and Middle Initial

New Address_ __
Number and Street or Rural Route

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ \

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

51
[1] ☐ **None**
[2] ☐ 1 full-time job
[3] ☐ 2 full-time jobs
[4] ☐ 3 to 5 full-time jobs
[5] ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

6. If you got a **full-time** job when you left this vocational program:

What was your job? _____

_____

54 For State Use Only _____

7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

Check only one box

60
[1] ☐ I was employed in the occupation for which I was trained by this vocational program
[2] ☐ I was employed in a related occupation
[3] ☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly** wage on your **first full-time** job since leaving this vocational program?

Check only one box

61
[1] ☐ $1.59 or less per hour
[2] ☐ $1.60 to $1.99 per hour
[3] ☐ $2.00 to $2.49 per hour
[4] ☐ $2.50 to $2.99 per hour
[5] ☐ $3.00 to $3.99 per hour
[6] ☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below

☐ I got the job myself
☐ My family or friends helped me get the job

10. Continued.

☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) _____

11. What is the **most** you have earned on a **full-time** job since leaving this program?

Check only one box

69
[1] ☐ $1.59 or less per hour
[2] ☐ $1.60 to $1.99 per hour
[3] ☐ $2.00 to $2.49 per hour
[4] ☐ $2.50 to $2.99 per hour
[5] ☐ $3.00 to $3.99 per hour
[6] ☐ $4.00 or more per hour

12. If you have held two or more **full-time** jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70
[1] ☐ I was trained in school for my **last** job
[2] ☐ My **last** job was related to this vocational training
[3] ☐ My **last** job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

_____
Village, Town, City

_____
County

_____
State

71 For State Use Only _____

14. If you are presently working, what is your job?

_____

_____

29 For State Use Only _____

15. What wage are you presently earning?

Check only one box

55
[1] ☐ $1.59 or less per hour
[2] ☐ $1.60 to $1.99 per hour
[3] ☐ $2.00 to $2.49 per hour
[4] ☐ $2.50 to $2.99 per hour
[5] ☐ $3.00 to $3.99 per hour
[6] ☐ $4.00 or more per hour
[7] ☐ I am unemployed

16. What is your **current employment status?** Check the appropriate box or boxes below

- ☐ I am employed
  - ☐ **full-time** (30 or more hours per week)
  - ☐ **part-time** (less than 30 hours per week)
- ☐ I am unemployed
  - ☐ but **looking** for work
  - ☐ and **not looking** for work
- ☐ I am in the **military service**

42

17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

43
- ☐ A school placement service coordinated with the State Employment Service
- ☐ Vocational Teachers helped place students in jobs by making referrals
- ☐ Guidance Counselors helped students find jobs
- ☐ Other (specify) _____
- ☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

- ☐ Coordinated service provided by school and state employment service

50
- ☐ Vocational teacher assistance
- ☐ Guidance counselor assistance
- ☐ Other (specify) _____

19. How many separate vocational courses did you take while enrolled in this vocational program?

Courses

53

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

If yes, check type(s) and purpose(s) below:

59
- ☐ **General education program(s)**
  - ☐ To raise my general education level
  - ☐ Informal, noncredit course(s)
- ☐ **Vocational program(s)**
  - ☐ To upgrade the vocational skills previously learned in this program
  - ☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?

- ☐ Private school(s)
- ☐ Public school(s)

67
- ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following?

☐ Yes ☐ No

If yes, check type:

- ☐ A certificate (type) _____

70
- ☐ A diploma (type) _____
- ☐ A 2-year associate degree (major) _____
- ☐ A 4-year college degree (major) _____
- ☐ Other (specify) _____

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No

28. Are you interested in getting **more general** education?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training of any kind**, indicate the type you are interested in:

For State Use Only

Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

35 For State Use Only

31. What specific things about this vocational program have you found to be the least useful to you in your present job?

40 For State Use Only

32. Based on your experiences, what suggestions do you have for improving this vocational program?

For State Use Only

(1) [0][7] (3) [ ] (8) [ ][ ] (11) [ ][ ] (13) [ ][ ]

Vocational Follow Up System
Room 302, 1507 University Avenue S.E.
University of Minnesota
Minneapolis, Minnesota 55414

SAMPLE C

PLEASE LEAVE ALL RED SQUARES BLANK

Date (14) [ ][ ] Month (17) [ ][ ] Year

FOLLOW UP QUESTIONNAIRE

ALL RESPONSES WHICH YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL

GENERAL DIRECTIONS: Please complete ALL sections that apply. When you have completed the form return it in the enclosed return addressed, stamped envelope. Your frank response is very important in order that the area vocational technical institutes may continue to improve their programs.

I. PERSONAL INFORMATION

A. Name _____ (Last) (First) (Middle) B. Soc. Sec. No. (18) [ ][ ][ ][ ][ ][ ][ ][ ][ ] (26)

C. Present Address _____ (Street or Rural Route)

_____ (City) (State) (zip code)

D. Home Phone _____ (area code) Work Phone _____ (area code)

II. ADDITIONAL TRAINING

A. Since attending the area vocational technical institute, what further educational training have you taken part in? (You may check more than one.)

(27) [1] None

(28) [1] On the job training (employer sponsored training program)

(29) [1] Public area vocational school programs

(30) [1] Private vocational programs

(31) [1] University, college and/or junior college programs

(32) [1] Apprenticeship

(33) [1] Specialized occupational military training

(34) [1] Other _____ (specify)

III. EMPLOYMENT INFORMATION – Present status

A. Are you presently employed, unemployed or unavailable for employment? (Check *only* one of employed, unemployed, or unavailable for employment.)

[ ] 1 Employed (35) [ ]

[ ] Unemployed (You are actively looking for a job but cannot find one.)

[ ] Unavailable for employment (You cannot accept a job for one of the following reasons. Please check appropriate reason.)

(36)
[1] Military
[2] Further training or education
[3] Illness
(36)
[4] Housewife or pregnancy
[5] Presently not working and not interested in employment
[6] Other _____ (specify)

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IV. JOB INFORMATION. (IF YOU HAVE NOT BEEN EMPLOYED AT ANY TIME SINCE GRADUATION FROM THE AREA VOCATIONAL-TECHNICAL INSTITUTE, SKIP TO SECTION IX, p. 4.)

DIRECTIONS: 1. If you were employed at any time since graduating from the area vocational-technical institute, *complete the following section of the questionnaire.*

2. Please supply the requested information for each of the following jobs held during the time since graduating from the area vocational-technical institute. (Include names and addresses.)

(1) First Job
(first job after leaving vocational school)
(37) (41)
(42) (44)
(45) (46)

Firm Name _____
Firm Address _____
_____
City _____
Job Title _____
Job Duties _____
_____
Immediate Supervisor _____

Check one:
(47)
[1] Full time job
[2] Part-time job

Check one:
[ ] Job related to training
[ ] Job not related to training

Number of *months* in this job since graduation from vocational school
(48)(49)
[ ][ ]

(2) Present Job
(job you are presently employed in. If same as first job, write SAME.)
(50) (54)
(55) (57)
(58) (59)

Firm Name _____
Firm Address _____
_____
City _____
Job Title _____
Job Duties _____
_____
Immediate Supervisor _____

Check one:
(60)
[1] Full-time job
[2] Part-time job

Check one:
[ ] Job related to training
[ ] Job not related to training

Number of *months* in this job since graduation from vocational school
(61)(62)
[ ][ ]

(3) How many jobs, including your first and present job, have you had since leaving the area vocational-technical institute? (63) [ ]

V. ADVANCEMENT INFORMATION

A. Have you had a formal advancement in job classification (other than just salary increases) since taking your first job after leaving the area vocational-technical institute?

YES (64) [1] NO (64) [2]

B. NOTE: The following item need not be completed if you prefer not to complete it. Please do not include overtime when calculating your monthly salary. (Check the appropriate squares.)

	Under $250	250-299	300-349	350-399	400-449	450-499	500-549	550-599	600-649	650-699	700+	
First Job Monthly Salary Range												(65)(66)
Present Job Monthly Salary Range												(67)(68)
	01	02	03	04	05	06	07	08	09	10	11	

VI. JOB SATISFACTION SURVEY (IF YOU ARE NOT PRESENTLY EMPLOYED, SKIP TO SECTION VII.)

DIRECTIONS: The purpose of this survey is to enable you to express your feelings of satisfaction or dissatisfaction with your present job. Please answer all questions by placing an "X" in the appropriate square.

A. How do you feel about your present job?

(9)

[1] Like it very much

[2] Like it somewhat

[3] Neither like nor dislike it

[4] Dislike it somewhat

[5] Dislike it very much

B. Considering the characteristics of your present job, rate the degree to which you are satisfied with each of the following:

	Satisfied	Not Sure	Dissatisfied			Satisfied	Not Sure	Dissatisfied	
1. Salary	[1]	[2]	[3]	(10)	7. Pace (speed) of work	[1]	[2]	[3]	(16)
2. Fringe benefits	[1]	[2]	[3]	(11)	8. Facilities and equipment with which to do the job	[1]	[2]	[3]	(17)
3. Potential for advancement	[1]	[2]	[3]	(12)	9. Working conditions	[1]	[2]	[3]	(18)
4. Supervision and management	[1]	[2]	[3]	(13)	10. Variety of work tasks	[1]	[2]	[3]	(19)
5. Co-workers	[1]	[2]	[3]	(14)	11. Job security	[1]	[2]	[3]	(20)
6. Company policies and practices	[1]	[2]	[3]	(15)	12. Safety conditions	[1]	[2]	[3]	(21)

TRAINING PROGRAM QUESTIONNAIRE: (IF YOU ARE PRESENTLY EMPLOYED OR HAVE BEEN EMPLOYED AT ANY TIME DURING THE YEAR SINCE GRADUATION FROM THE AREA VOCATIONAL-TECHNICAL INSTITUTE, COMPLETE THIS SECTION OF THE QUESTIONNAIRE.)

DIRECTIONS: Please answer all of the following questions concerning the quality of the curriculum and the quality of the facilities and equipment associated with the program from which you graduated. Place an "X" in the appropriate square.

VII. CURRICULUM

A. In light of your experience on the job, how do you feel about the training you received in basic job related (performance) skills at the area vocational technical institute?

(22)

[1] Excellent

[2] Very good

[3] Adequate

[4] Inadequate

B. In light of your experiences on the job, how do you feel about the training you received in job related general technical knowledge at the area vocational technical institute?

(23)

[1] Excellent

[2] Very good

[3] Adequate

[4] Inadequate

VIII. FACILITIES AND EQUIPMENT

A. The equipment at the area vocational technical institute training area was such that:

(24)

[1] I found it very easy to adapt to the equipment on the job.

[2] I had some problems adapting to the equipment on the job.

[3] I found it very difficult to adapt to the equipment on the job.

B. In comparison to the facilities and equipment used on your present job, how would you rate your area vocational technical institute facilities and equipment?

(25)

[1] Area vocational-technical institute facilities and equipment were superior to those on the job.

[2] Area vocational technical institute facilities and equipment were similar to those on the job.

[3] Area vocational technical institute facilities and equipment were inferior to those on the job.

DIRECTIONS: Please answer all of the following questions concerning the quality of instruction and the quality of the school and community services associated with the school from which you graduated. Place an "X" in the appropriate square.

IX. INSTRUCTION

A. How would you rate the teaching quality of instructors in your training program at the area vocational technical institute?

(26) [1] Most of the instructors taught very well.
(26) [2] About the same number taught well as did not.
(26) [3] Most of the instructors did not teach well.

B. How would you rate the knowledge your instructors at the area vocational technical institute possessed about their field?

(27) [1] Most were very knowledgeable.
(27) [2] About the same number were knowledgeable as were not.
(27) [3] Most were not knowledgeable.

C. How would you rate the interest shown by your instructors in your work progress at the area vocational technical institute?

(28) [1] Most instructors were very interested in my progress.
(28) [2] Most instructors were somewhat interested in my progress
(28) [3] Most instructors did not seem interested in my progress.

D. How would you rate the extent to which your instructors at the area vocational-technical institute were up-to-date in their fields?

(29) [1] Most instructors were up-to-date.
(29) [2] About the same number were up-to-date as were not.
(29) [3] Most instructors were not up-to-date.

X. If you could start all over again, would you choose the same training program you received training in at the area vocational-technical institute?

YES (30) [1] NO (30) [2]

XI. SCHOOL AND COMMUNITY SERVICES

A. Who was the *greatest* help to you in securing your first job? (Check one.)

(31) [1] Instructor, or other area vocational-technical institute personnel
[2] Private employment agency
[3] Relatives or friends
(31) [4] State employment agency
[5] Other _____ (specify)
[6] Does not apply (I have not been employed during the year)

B. How would you rate the *quality* of the following services as provided by the *area vocational technical institute*? If you did not take advantage of the service, or if the service was not available, check "does not apply." (Please check only one square for each item.)

	Excellent	Good	Poor	Does not apply	
1. Job Placement	[1]	[2]	[3]	[4]	(32)
2. Counseling with personal problems	[1]	[2]	[3]	[4]	(33)
3. Help in making career decisions	[1]	[2]	[3]	[4]	(34)
4. Help in securing part-time employment	[1]	[2]	[3]	[4]	(35)
5. Help in obtaining financial assistance	[1]	[2]	[3]	[4]	(36)
6. Help in securing housing	[1]	[2]	[3]	[4]	(37)
7. Youth organizations	[1]	[2]	[3]	[4]	(38)
8. Recreational programs	[1]	[2]	[3]	[4]	(39)
9. Study, library and other learning resource facilities	[1]	[2]	[3]	[4]	(40)
10. Health services	[1]	[2]	[3]	[4]	(41)

C. How would you rate the *quality* of the services and facilities provided by the *community* in which the vocational school is located? (Check appropriate square for each of the items.)

	Excellent	Good	Poor	Does not apply	
1. Housing	[1]	[2]	[3]	[4]	(42)
2. Job opportunities	[1]	[2]	[3]	[4]	(43)
3. Recreation facilities	[1]	[2]	[3]	[4]	(44)

Vocational Follow Up System
Room 302, 1507 University Avenue S.E.
University of Minnesota
Minneapolis, Minnesota 55414

SAMPLE D

_____ 19 ___

ALL RESPONSES YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL

EMPLOYER QUESTIONNAIRE

DIRECTIONS: Please complete ALL sections of this form even if the employee no longer works for your firm. When you have completed the form return it in the enclosed return-addressed, stamped envelope. Your responses will in no way affect the employee.

I. PERSONAL INFORMATION

A. Employee name _____
(Last) (First) (Middle)

B. Indicated Employer _____ City _____

II. EMPLOYMENT INFORMATION

If the employee has worked or works for your firm, please have a supervisor familiar with the work of the employee fill out questionnaire.

Supervisor filling out form

1. Name _____ Date _____
(Last) (First) (Middle)

2. Position _____

PLEASE COMPLETE REMAINING PORTIONS OF THIS QUESTIONNAIRE

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(1) 0 9 (3) (8) (11) (12) (leave blank)

EMPLOYEE PERFORMANCE SURVEY

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions.

I. Total number of *months* employee has been employed by your firm ... [ ][ ] (13-14)

PLEASE RESPOND TO THE FOLLOWING QUESTIONS BY PLACING AN "X" IN THE APPROPRIATE SQUARE

II. In comparison with other workers in the same work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. The quality of employee's work	1	2	3	(15)
2. The quantity of employee's work	1	2	3	(16)
3. The degree to which the employee possesses specific job-related knowledge important to success on this job	1	2	3	(17)
4. The degree to which the employee is able to operate the equipment and apparatus used on the job	1	2	3	(18)
5. The degree to which the employee possesses basic reading, verbal and computational skills	1	2	3	(19)

III. In comparison to others in the employee's work group, how would you rate the employee on each of the following characteristics?

	above average	about average	below average	
1. Willingness to accept responsibility	1	2	3	(20)
2. Punctuality	1	2	3	(21)
3. Ability to work without supervision	1	2	3	(22)
4. Willingness to learn and improve	1	2	3	(23)
5. Cooperation with co-workers	1	2	3	(24)
6. Cooperation with management	1	2	3	(25)
7. Compliance with company policies, rules, and practices	1	2	3	(26)
8. Work attendance	1	2	3	(27)

IV. In comparison with other workers in the same work group, how would you rate the employee's over-all competency, effectiveness, proficiency, general over-all work attitudes, and other elements of successful job performance?

(28)

[1] In the top 1/4

[2] In the top 1/2 but not among the top 1/4

[3] In the bottom 1/2 but not among the lowest 1/4

[4] In the lowest 1/4

Gibson, Roscoe, *Job Placement Manual.* Distributed by Division of Career and Adult Education, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65101.

A booklet describing the components of a comprehensive job placement system and procedures for conducting job placement activities.

Wassil, Raymond, *Model for Implementation of School Follow-up System,* Summit County Board of Education, 482 Grant Street, Akron, Ohio 44311.

A booklet discussing rationale of procedures for conducting follow-up studies. Contains sample forms.

Miller, Melvin and Wesley Budke, *Prep Report #32 - Job Placement and Follow-up of Secondary School Vocational Education Students.* Order by Prep Report #32 from Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.

Dale, Jack, *The Design and Implementation of a Model Placement and Follow-up Program in Sarasota County, Florida.* The School Board of Sarasota County, 2418 Hatton Street, Sarasota, Florida.

A report of a State Grant, describes procedures for conducting follow-up studies, contains cost data, sample forms, cover letters, etc.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
Helping Elementary Students Plan for the Future - Diane McCurdy
Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

Building Career Information-Seeking Behaviors - Richard H. Byrne
Providing Life/Career Planning for Women and Girls - Janice M. Birk
Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

Providing Career Guidance for Young Women - Pamela G. Colby
Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
Developing and Conducting In-Service Programs - Al Stiller
Helping Students Explore Work and Leisure Options - Pamela G. Colby
Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
Providing Guidance Services for the Elderly - Ellen A. Stewart